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ABSTRACT

Los Angeles Harbor College conducted a survey of Mexican-American residents in its prime service area in order to determine their educational interests and needs as perceived from their particular cultural perspective. The study aimed at ascertaining the extent of congruence between community-perceived needs and the needs identified by a core of community "representatives" (current and former students and Mexican American educators) who provide input for program planning and implementation. Four hundred and fifty surveys were completed by persons representing the total spectrum of the Hispanic community. Areas of concern in the survey were college goals, communication, counseling, and programs (on- and off-campus). Results of the survey showed a high degree of congruence among respondents in terms of the perceived needs of the community; 70% rated two-thirds of the survey items as "greatly" or "moderately" needed. Additionally, it was found that, as the strength of group cultural identification increased, confirmation of the needs delineated by the representatives increased by increments of 10%. Overall, the highest needs expressed were for more community participation in goal setting, more emphasis on ethnic and cultural interests, more minority instructors, and improved counseling and communication related to employment, career planning, and development of self-confidence. Tabular data from the survey are included throughout the report and the survey instrument is appended. (JDS)

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LOS ANGELES HARBOR COLLEGE

MEXICAN AMERICAN COMMUNITY STUDY

RESEARCH REPORT 75-01

OCTOBER 1976

OFFICE OF INSTITUTIONAL RESEARCH

JEANNE T. LANDIS
DIRECTOR

JC 770 248

LOS ANGELES HARBOR COLLEGE

SUMMER 1975

This study was conducted in cooperation with the Extended Opportunity Programs and Services, Mr. Antonio Q. Sariñana, Director, by Dr. Reynaldo Garay, Associate Professor of Spanish, Ms. Catherine Garay, Graduate Student, California State College Dominguez Hills, and Jeanne T. Landis, Director, Office of Institutional Research.

Bilingual Student Assistants participating in the data collection and processing phases were: Terri Arreguin, Jo Ann Cerda, Nancy Florez, Cleofe Generosa, and Martha Wilbourn. Computations and typing by Emma A. Lorenzo.

ABSTRACT

Los Angeles Harbor College conducted a survey of Mexican American residents in its prime service area in 1975 to determine their educational interests and needs as perceived from their particular cultural perspective. The intent was to ascertain the degree of congruence between the needs as felt by the broad population and the "needs" as defined by the "representatives" who provide input for program planning and adaptation of college services.

Four-hundred and fifty surveys were completed in English or Spanish at 39 sites by persons representing the total spectrum of the Hispanic community. Areas of concern in the questionnaire were College Goals, Communication, Counseling, and Programs including classes to be offered on- and off-campus. Questions and their order of priority listing were developed by the representatives. All items were rated as "greatly" or moderately" needed by 54% to 83% of all respondents and two-thirds of the items were so rated by 70% of the sample, which indicates a high degree of congruence between perceptions of need.

Comparison of responses of sub-samples of self-identified Mexican Americans and Spanish speakers with the total sample reveals that confirmation of the needs delineated by the representatives increases by increments of ten percent as the strength of group cultural identification increases. Highest needs expressed (checked by 70% to 86% of respondents) were: more community participation in setting goals; more emphasis on ethnic and cultural interests; more minority instructors; improved communication and counseling related to employment, career planning, and development of self-confidence. Courses ranked according to the need checked were: para-professional training; medical, legal, educational, and bilingual-bicultural; English for foreign born; reading; and child psychology.

Prioritized courses as checked by Mexican Americans were: English for foreign born; medical, bilingual-bicultural and legal para-professional training; Mexican history and literature in Spanish; reading; and health.

Prioritized courses as checked by Spanish speakers were: Bilingual-bicultural and medical para-professional training; child development and health in Spanish, English for foreign born, Mexican history and literature in Spanish, and child psychology and reading.

Further detailed analysis is made of needs expressed in relation to personal characteristics such as age, income, educational background, and employment.

MEXICAN AMERICAN COMMUNITY STUDY

INTRODUCTION:

Mexican Americans represented approximately 27.7% of the population of the Los Angeles Harbor College service area according to 1970 census data. Exact numbers of persons variously categorized as Hispanic, Spanish Surnamed, Chicano, Latino or of Mexican American heritage . . . are not known. Estimates of their proportional representation in the local communities are Carson, 17%; Gardena, 15%; Harbor City, 17%; Lomita, 14%; San Pedro , East, 24%; San Pedro, West, 16%; Torrance and L.A. Strip (in service area), 28%; Wilmington, 47%; and Palos Verdes, 3%. Several characteristics of this broadly defined population are accepted as factual:

1. it is expanding geographically, numerically, and proportionately in relation to the total population,

2. its numbers are at least 10% under represented in census counts and more in use of services because of culturally and linguistically determined isolation and fear of harassment related to legality of residence,

3. its members are younger, have lesser education and average income, and greater unemployment rate than Anglo, Asian, or Black populations within similar geographic areas.

Studies conducted by the Los Angeles Unified School District indicate that the Spanish Surnamed have the highest attrition rates from high school and the least likelihood of attending college of any of the four major ethnic groupings. The Racial and Ethnic Survey: Fall, 1975 (Report No. 354) indicates that in Area A schools, Spanish Surnamed comprise 31% of enrollments in elementary schools, 27% of junior high and 22% senior high. The relationship of this population to the institution of education is unique because of the proximity to Mexico, the interaction of the two cultures and the historical suppression of the Spanish language in the public schools. A study commissioned by the California Legislature's Joint Committee on the Master Plan for Higher Education found that in K-12, 16% of the students were Spanish Surnamed which reflects their 15.5% representation of the total population of the state. They account for 3% of the enrollment in the University of California, 5½% of the State College system, and 7 to 9% at the Community College level. Mexican Americans comprise approximately 15% of enrollees and 11% of graduates of Harbor College. This under representation in relation to the service area and immediate surroundings is a concern which has prompted the College to make continuous efforts to work with the community to recruit and to retain Chicano students.

Administration and faculty have introduced adaptations of the regular program to accommodate the Mexican American cultural and linguistic heritage. Input has been sought from the "target" community in program planning and development. Communication with the broad range of Chicano residents is difficult to achieve, particularly, with those segments most in need of educational services. Consequently, the College relies on a core of community "representatives", including current and former students and Mexican American professional educators, who continue to participate, to contribute this input. In the summer of 1975 a study was undertaken through the auspices of the Educational Opportunity Program and Services to ascertain the educational interests and needs as perceived from the overall Mexican American perspective. The intent was to assess the degree of congruence

between the needs as defined by the "representatives" and the needs as actually felt by the community represented. It was determined that the broadest spectrum of opinions could be obtained by using the goodwill established with agencies and organizations to gain responses from their participants to a community survey.

The rationale was that persons who have established some institutional ties outside the home and family would be those most likely to have some knowledge about the College and to take advantage of programs and services. Organizations were contacted, whose participants represented all segments of the community, to obtain their perceptions of college services and adaptations desired to accommodate actual needs of the area's bicultural residents. Thirty-four organizations consisting of youth, family, and senior citizen services agencies, professional business and civic associations, labor unions and churches, and public schools cooperated in the data collection phase of the study (Appendix A).

All of the statements of interests and concerns expressed in these community contacts were compiled into a comprehensive body, segmented by relationship to college function. A survey of literature and statements of public policy related to the education of bilingual, bicultural students identified the major areas for which a measure of community need should be determined. Major areas identified were College Goals, Communication, Counseling, and Programs including classes to be offered on and off campus.

Population

The characteristics of the population to be assessed are as heterogeneous as are the names by which its various components identify it. One objective of the study was to determined the commonalities and the differences in the educational interests of the different sub-groupings within the population.

CHART I

Comparison of Population Characteristics
of Areas of High and Low Mexican American Residence

Characteristics	High			Low		
	East San Pedro	L.A. Strip Torrance	Wilmington	Gardena	P. V. Peninsula	West San Pedro
Total Pop	43,162	30,906	38,054	51,230	49,437	35,292
% M. A.	24%	28%	47%	15%	3%	16%
Median Income	$8,987	$10,652	$8,190	$12,386	$24,180	$13,718
Poverty	10%	8%	17.5%	8%	-0-	3%
Average Education	11.2	12	10.8	12	16	13
Under 8th	30%	22%	34.4%	18%	-0-	10%

The total number of Mexican Americans is at least 100,000. They reside primarily in the Wilmington, East San Pedro, Torrance - Los Angeles Strip areas.

A comparison of selected characteristics of areas in which Mexican Americans make up the highest and lowest percentage of the population indicates that the

educational institutions are not meeting the needs of Mexican Americans. Employment in the areas of high Chicano residence tends to be in the categories of Skilled Vocational, Labor and Household and Service Workers. In those areas with lowest Hispanic residence employment is higher in professional, management and sales categories (Appendix B). These are the fields which usually yield a higher income and which require more educational background and more highly developed linguistic (English) and mathematical skills.

Sampling Technique

A concerted effort to locate current accurate information on population characteristics for the area was unsuccessful, so stratified sampling was not feasible. It was decided to use all known organizations with Hispanic constituencies to obtain responses from persons whose personal characteristics covered a broad range on all population variables. All three professionals conducting the survey had previously established credibility in the community. Two were fluent in Spanish. They contacted the organizations, explained the purpose of the study, gained the cooperation of the leaders or administrators and scheduled dates for survey completion by members. Spanish-speaking peer (student) counselors were trained in techniques of interviewing, communications skills, provision of information regarding college programs and services. A team of one professional and one or more peers visited organizations at scheduled times and assisted participants to complete the survey instrument. The rationale and interest of the College in gaining this input was explained in both English and Spanish. A Spanish language version was available for those persons who could not read English. The questionnaire linked personal characteristics to interests and opinions to permit generalizations to particular segments of the community on the basis of numbers of respondents within prescribed limits on designated variables.

It was recognized that in contacting these organizations, information was exchanged in both directions:

a) from the community to the College via the questionnaire; and

b) from the College to the community by the explanation to the group, through individual conversations while completing the form and through college literature and catalogues distributed.

For this reason, all persons attending group sessions, which were surveyed, were invited to complete a questionnaire to demonstrate equal interest in all residents. Respondents were categorized for purposes of analysis as "Mexican American," "Spanish-speaking" (only), and "Other" (ethnicity).

Questionnaire

All areas of interest or concern expressed in meetings with community representatives were categorized under the headings of: Goals, Communication, Counseling, and Programs. Questions were written in each category to cover all topics of concern by the smallest number of items possible. This listing was reviewed with participating community representatives for assurance that their interests had been included.

These representatives are the persons whose input is regularly sought in matters of planning and problem resolution relative to the Mexican American community. One purpose of this survey was to validate the opinions of these persons as being actually representative of the broad population for whom they speak. The format was to list all items and to ask respondents to indicate their perception

of need on a four point Likert scale with choice points: "Greatly Needed," "Moderately Needed," "Slightly Needed," and "Not Needed." The item "Other" was listed in each of the four categories. The questionnaire was anonymous to encourage respondents to express personal feelings rather than to try to please agencies or interviewers (Appendices C & D).

These four categories plus a space for personal opinions filled two pages. The third page asked for a description of personal characteristics, residence by city, and preferences for class scheduling. The rationale for this format was that the needs delineated by "leaders" would be rated by the community. Cross tabulating needs with characteristics allowed for the determination of relative interests of particular sub-samples of the population surveyed. Inclusion of "Other" in each category enabled researchers to see if any items of concern appeared with sufficient frequency to indicate a community need not expressed by the representatives.

Data Collection

Questionnaires were completed at 39 sites in one or more visitations per site. See Appendix A for complete listing of organizations. Summarized by category the sites included:

Community Service Agencies

Wilmington:
10 Agencies*
4 youth, 6 adult, 4 senior citizen

San Pedro:
9 Agenices
4 youth, 5 adult, 3 senior citizen

Gardena:
2 Agencies
2 youth, 1 family

Harbor City:
1 Agency
1 youth, 1 family

Schools

Wilmington:	Banning High and Adult School
San Pedro:	San Pedro High
Harbor City:	Narbonne High and Adult School
Carson:	Carson High

Civic Organizations

AMAE - Association of Mexican American Educators
Area Council #9 - GLACAA
IMAGE - Mexican American Government Employees
LULAC - League of United Latin American Citizens
Mexican American Chamber of Commerce

*Some agencies had programs for more than 1 age group

Unions

Longshoremen's Executive Board
Shipyard Workers

Data Collection teams explained the intent of the survey in English and in Spanish when potential respondents did not understand English. They described the study as a positive effort to learn from the Mexican American community its perceptions of means by which educational programs could be adapted to provide equitable service for bicultural, bilingual students. Team members answered questions regarding items or terminology for those respondents who were unfamiliar with college operations.

Respondents expressed pleasure at being asked to participate when given adequate time to ask questions and to consider items before responding. Thirty minutes was the minimum time required to introduce, administer, and collect the questionnaires. One hundred ninety-four filled out separate cards stating that they would like to participate with the College in future planning. These names now constitute a community file which has been contacted and many have served on advisory boards for bilingual programs. Many respondents particularly, those in leadership roles asked how the information gained from the survey would be used by the College. Many requests were received for specific courses to be taught in neighborhood locations. Some scepticism was voiced, particularly by teen-aged groups that their input would be considered. No hostility was reported by any one of the survey team.

Data Processing

The survey Research Center at California State College Dominguez Hills provided training for the team on the use of the procedural model which has been developed there. Its effect is to increase efficiency and accuracy in a group process of transmitting collected data from questionnaires to computer printouts. It insures that each transference from questionnaire check, to code, to card punch to computer input and printout is checked by some one other than the processor and spot checked by the supervisor.

Analysis

Four-hundred and fifty useable completed questionnaires were collected. One hundred and twenty-one of these were Spanish language questionnaires. Chart II summarizes the responses.

CHART II

SUMMARY OF RESPONSES TO QUESTIONNAIRE ITEMS

	I	II		III		IV		V	
	II+III	Greatly Needed		Moderately Needed		Slightly Needed		Not Needed	
		#	%	#	%	#	%	#	%
Goals									
1. More community participation in setting goals at Harbor College.	82.5%	265	58.9	106	23.6	42	9.3	12	2.7
2. More emphasis on various ethnic and cultural interests in the community.	80.0%	256	56.9	104	23.1	45	10.0	10	2.2
3. More minority representation on staff:									
a. Instructors	79.5%	262	58.2	96	21.3	32	7.1	12	2.7
b. Clerical & Maintenance Workers	64.0	183	40.7	105	23.3	47	10.4	18	4.0
c. Administrators	57.7%	173	38.4	87	19.3	38	8.4	17	3.8
Communication									
1. Better communication between Harbor College and the community through:									
a. Mailings, newsletters, bulletins	82.9%	275	61.1	98	21.8	25	5.6	15	3.3
b. Community meetings	67.6%	196	43.6	108	24.0	42	9.3	12	2.7
Counseling									
1. More opportunities to talk individually to counselors:									
a. at Harbor College	78.7%	260	57.8	94	20.9	25	5.6	5	1.1
b. in your community	73.4%	250	55.6	80	17.8	35	7.8	6	1.3
2. Marriage and Family counseling	71.1%	197	43.8	123	27.3	49	10.9	17	3.8
3. Help in Developing Self-Confidence	75.6%	247	54.9	93	20.7	43	9.6	11	2.4
4. Drug and Alcohol Abuse	70.9%	241	53.6	78	17.3	29	6.4	17	3.8
5. More information about:									
a. Extended Opportunity Programs and Services	77.1%	260	57.8	87	19.3	32	7.1	4	0.9
b. Financial Aids	76.3%	264	58.7	79	17.6	34	7.6	4	0.9
c. Work-Study Programs	77.1%	267	59.3	80	17.8	26	5.8	8	1.8
d. On-the-Job Training	85.6%	314	69.8	71	15.8	10	2.2	4	0.9
e. Job Placement Office	80.0%	288	64.0	72	16.0	18	4.0	5	1.1
6. More help with career planning	77.6%	270	60.0	79	17.6	28	6.2	4	0.9
7. More information for job advancement	78.5%	268	59.6	85	18.9	28	6.2	9	2.0

CHART II CONTINUATION

SUMMARY OF RESPONSES TO QUESTIONNAIRE ITEMS

	I	II Greatly Needed		III Moderately Needed		IV Slightly Needed		V Not Needed	
	II+III	#	%	#	%	#	%	#	%
Programs									
1. Expansion of the Outreach Program (i.e. classes held off campus) in:									
a. English for non-English speakers	79.6%	279	62.0	79	17.6	21	4.7	12	2.7
b. English	68.0%	190	42.2	116	25.8	45	10.0	11	2.4
c. Spanish	69.1%	189	42.0	122	27.1	40	8.9	11	2.4
d. Reading	74.0%	238	52.9	95	21.1	23	5.1	8	1.8
e. Psychology: Child psychology	70.2%	211	46.9	105	23.3	40	8.9	5	1.1
Adolescent psychology	61.1%	189	42.0	86	19.1	42	9.3	12	2.7
f. Ethnic Awareness	69.3%	202	44.9	110	24.4	48	10.7	13	2.9
g. Health	69.3%	211	46.9	101	22.4	50	11.1	8	1.8
h. History	61.3%	148	32.9	128	28.4	64	14.2	17	3.8
i. Consumer Education	68.2%	191	42.4	116	25.8	39	8.7	11	2.4
j. Hobby and recreational subjects	60.9%	135	30.0	139	30.9	69	15.3	20	4.4
k. Religion, spiritual development	55.1%	122	27.1	126	28.0	73	16.2	29	6.4
l. Philosophy	56.2%	137	30.4	116	25.8	62	13.8	23	5.1
m. Parliamentary procedures and public speaking	54.0%	151	33.6	92	20.4	56	12.4	21	4.7
2. Expansion of the on-campus program in specialized job training such as:									
a. Para-professional training:									
(1) Medical	80.9%	284	63.1	80	17.8	16	3.5	3	0.7
(2) Legal	76.0%	252	56.0	90	20.0	26	5.8	5	1.1
(3) Educational	73.6%	251	55.8	80	17.8	31	6.9	6	1.3
(4) Bilingual, Bicultural	72.0%	247	54.9	77	17.1	28	6.2	11	2.4
3. Lectures and classes conducted in Spanish in:									
a. Mexican histor	68.2%	211	46.9	96	21.3	42	9.3	20	4.4
b. Mexican literature	66.4%	198	44.0	101	22.4	38	8.4	21	4.7
c. Health	68.7%	220	48.8	89	19.8	38	8.4	15	3.3
d. Child development	68.9%	223	49.6	87	19.3	41	9.1	9	2.0
e. Adolescent psychology	66.9%	214	47.6	87	19.3	38	8.4	10	2.2

Sample Characteristics

Residence:

Seventy-nine percent of the sample identified their city of residence. Wilmington had the highest representation 37.8%; San Pedro was next, 16.2%; Carson, 14%; and Gardena, Harbor City, Torrance, and Lomita, 2 to 4%. The populations of the latter cities are under represented; however, in relation to Chicano residents the sample is fairly representative.

Sex:

Female 46% Male - 34% No Response - 19%

The area population and school enrollment both have nearly equal representation of the sexes (between 48 and 52%).

Education:

The greatest number of respondents, 34%, had a 9th to 11th grade education; 26% were high school graduates, 8% had college degrees; 9% less than 9th grade. This distribution is slightly shifted toward more years of education than would be expected of the total Mexican American population. However, the sample would be expected to have slightly more information regarding the College than would the general public.

Occupation:

Seventy percent of respondents did not identify an area of employment so that no generalization can be inferred from this variable.

Age:

Twenty-two percent of the respondents were under 17 and 27% were 17 through 21 years of age, 14% were 22 to 29, 17% were 30 to 50, and 8% were over 50. This distribution provides a broad and representative perspective along the variable of age.

Ethnic Background:

Sixty-two percent of the persons surveyed identified themselves as Mexican American or Chicano, 9% as Caucasian or Anglo, 4% as Filipino, 3% as Chinese or Japanese, 2% as Samoan, and 16% did not identify an ethnicity. Thirty-two percent of respondents declared that Spanish was spoken in their homes; 18% indicated only Spanish, 14% English and Spanish, and 22% only English.

Needs Expressed:

Chart II summarizes the responses of all persons completing the questionnaire. Column I gives the combined percentage of those respondents who checked "greatly needed" or "moderately needed" on the item. It is interpreted as the indicator of perceived need for the item by the sample. The ratios expressed are number of respondents checking an item to total number of respondents (450)

CHART III

PERCENT OF RESPONDENTS' INDICATING NEED FOR ITEMS

Percent Indicating Need:	54-58%	59-63%	64-68%	69-73%	74-78%	79-83%
# of Items:	4	3	7	11	7	6

All items listed in the questionnaire were rated as needed by 54% to 83% of all respondents. Chart III gives the number of items in each 5% increment of this 30% range of respondents' indication of need. All measures of central tendency of the item distribution fall within the 69% to 73% increment.

A generalization may be made from this distribution that recommendations by representatives are supported by an average of approximately 2/3 to 3/4 of the community represented. A rank ordering of items in every category by percentage of respondents indicating need would produce a listing virtually the same as that worked out with representatives. The only exception was in the category of Counseling where the expression of need ranged only from 70 to 78%, so ranking becomes meaningless. Within this small range information about financial assistance and work study and opportunities to talk individually to counselors at the College were checked as needed by 77-78% of respondents. These needs might be interpreted as a communication need by the College. The services are available and information has been provided through outreach and recruitment programs; however, the expression of need indicates that the information has not been understood by this potential audience.

Charts II and III indicate that the perceptions of need as determined by community representatives are actually reflective of the educational needs as perceived by the broadly based Hispanic population in the service area. Summaries of responses of those who checked "Mexican American or Chicano" and of the "Spanish speakers" will provide more information related to this finding.

CHART IV

COMPARISON OF "GREATLY NEEDED" RESPONSES OF
TOTAL SAMPLE, MEXICAN AMERICANS OR CHICANOS AND SPANISH SPEAKING

	Total Sample N=450	Mexican Americans N=278	Spanish Speaking N=79
Goals:			
1. More community participation in setting goals at Harbor College.	58.9% (265)	66.9% (186)	78.5% (62)
2. More emphasis on various ethnic and cultural interests in the community.	56.9% (256)	67.3% (187)	78.5% (62)
3. More minority representation on staff			
a) Instructors	58.2% (262)	65.5% (182)	82.3% (65)
b) Clerical and Maintenance Workers	40.7% (183)	47.1% (131)	55.7% (44)
c) Administrators	38.4% (173)	41.0% (114)	50.6% (40)
Communication			
1. Better communication between Harbor College and the community through:			
a) Mailings, newsletters, bulletins	61.1% (275)	63.7% (177)	65.8% (52)
b) Community meetings	43.6% (196)	47.1% (131)	57.0% (45)
Counseling			
1. More opportunities to talk individually to counselors:			
a) at Harbor College	57.8% (260)	61.2% (170)	64.6% (51)
b) in your community	55.6% (250)	56.2% (156)	59.5% (47)
2. Marriage and Family Counseling	43.8% (197)	46.0% (128)	60.8% (48)
3. Help in Developing Self-Confidence	54.9% (247)	56.1% (156)	67.1% (53)
4. Drug and Alcohol Abuse	53.6% (241)	54.0% (150)	63.3% (50)
5. More information about			
a) Extended Opportunity Programs	57.8% (260)	62.6% (174)	69.6% (55)
b) Financial Aids	58.7% (264)	58.6% (163)	62.0% (49)
c) Work-Study Programs	59.3% (267)	66.2% (184)	79.7% (63)
d) On-the-Job Training	69.8% (314)	71.2% (198)	79.7% (63)
e) Job Placement Office	64.0% (288)	66.2% (184)	70.9% (56)
6. More help with career planning	60.0% (270)	63.3% (176)	68.3% (54)
7. More information for job advancement	59.6% (268)	65.5% (182)	74.7% (59)

CONTINUATION OF CHART IV

	Total Sample N=450	Mexican Americans N=278	Spanish Speaking N=79
Programs			
1. Expansion of the Outreach Program (i.e. classes held off campus) in:			
a. English for non-English speakers	62.0% (279)	65.8% (183)	69.6% (55)
b. English	42.2% (190)	47.1% (131)	65.8% (52)
c. Spanish	42.0% (189)	47.5% (132)	59.5% (47)
d. Reading	52.9% (238)	54.7% (152)	65.8% (52)
e. Psychology: Child psychology	46.9% (211)	51.8% (144)	67.1% (53)
Adolescent psychology	42.0% (189)	45.0% (125)	60.1% (48)
f. Ethnic Awareness	44.9% (202)	50.7% (141)	58.2% (46)
g. Health	46.9% (211)	50.4% (140)	69.6% (55)
h. History	32.9% (148)	39.2% (109)	53.2% (42)
i. Consumer Education	42.4% (191)	43.9% (122)	53.2% (42)
j. Hobby and recreational subjects	30.0% (135)	31.3% (087)	38.0% (30)
k. Religion, spiritual development	27.1% (122)	30.9% (086)	41.8% (33)
l. Philosophy	30.4% (137)	34.2% (095)	49.4% (39)
m. Parliamentary procedures and public speaking	33.6% (151)	36.0% (100)	45.6% (36)
2. Expansion of the on-campus program in specialized job training such as:			
a. Para-professional training:			
(1) Medical	63.1% (284)	65.1% (181)	75.9% (60)
(2) Legal	56.0% (252)	60.4% (168)	67.1% (53)
(3) Educational	55.8% (251)	59.7% (166)	68.4% (54)
(4) Bilingual, Bicultural	54.9% (247)	62.6% (174)	77.2% (61)
3. Lectures and Classes Conducted in Spanish in:			
a. Mexican history	46.9% (211)	59.4% (165)	68.4% (54)
b. Mexican literature	44.0% (198)	55.4% (154)	68.4% (54)
c. Health	48.9% (220)	56.1% (156)	70.1% (56)
d. Child development	49.6% (223)	55.8% (155)	72.2% (57)
e. Adolescent psychology	47.6% (214)	52.5% (146)	67.1% (53)

Personal Opinions

1. In your opinion is Harbor College meeting the educational needs of the Mexican American Community?

	Yes		No	
	%	#	%	#
Total Sample	31.1	(140)	30.2	(136)
Mexican Americans	36.0	(100)	38.0	(105)
Spanish Speaking	39.0	(031)	37.0	(029)

Chart IV is comparison by item of an indication of "greatly needed" among three groups:

1. the total sample, N = 450
2. the sub-sample who checked Mexican American, N = 278
3. the sub-sample indicating Spanish as language spoken in the home, N = 79

Seventy-seven of those who listed Spanish as the only language spoken in their homes identified themselves as Mexican American or Chicano so they may be classified as a sub-set of the latter group.

The consistent pattern of responses is that an average 10% more of the Mexican Americans and 20% more of the Spanish speakers checked "greatly needed" on every item than did the total sample. It can be inferred that recommendations tend to become more representative of an individual's perceived educational need as his or her cultural and linguistic identification with the Mexican American, Spanish - speaking community increases.

Ranking by Sub-population

Goals:

Mexican American or Chicano

A great need was expressed by 65 to 67% of persons who identified themselves as Mexican American for more:

a) emphasis on various ethnic and cultural interests in the community,
b) community participation in setting goals, and
c) minority representation among instructors.

Spanish speaking

Eighty-two percent to 79% of those who spoke only Spanish in the home expressed the greatest need for the same three goals but gave top priority to need for minority instructors.

Communication

A need for better communications with the College was expressed by both groups; 64-66% felt that printed materials would be beneficial; 57% of the Spanish speaking and 47% of all Chicanos felt a great need for more community meetings.

Counseling

The highest cluster of needs confirmed by both groups was for counseling information related to finding or advancing in employment. Specific statements of need referred to information about On-the-Job Training, Work-Study Programs, Job Placement, and Job Advancement. Next in need was Opportunity to Talk Individually to Counselors at Harbor and Help in Developing Self-Confidence, all supported by 57% to 81% of respondents in sub-categories.

Programs

Program adaptations were suggested in three different categories as recommended by the various representatives:

A. Expansion of the Outreach Program,
B. Expansion of on-campus specialized para-professional training, and
C. Lectures and classes conducted in Spanish.

Mexican American or Chicanos checked as "greatly needed" in rank order, English for non-English Speakers (66%), Reading and Child Psychology (52%), Ethnic Awareness (51%), Health (50%), Spanish (48%), and English (47%).

The Spanish speakers highest indication of need was in order of percentages checking "greatly needed" English for non-English speakers and Health (70%), Child Psychology (67%), English and Reading (66%), Adolescent Psychology (60%), Spanish (60%), and Ethnic Awareness (58%). The least importance as checked by all groups was given to Religion or Spiritual Development, and Hobby and Recreational subjects.

Specialized Para-professional training was rated as "greatly needed" by 60 to 65% of Mexican Americans in the order: Medical, Bilingual-Bicultural, Legal, and Educational. Spanish speakers gave the training "greatly needed" ratings by 67 to 77% of respondents in the order: Bilingual-Bicultural, Medical, Educational, and Legal. A specific vocational or career field was not spelled out for "Bilingual-Bicultural" training, because the need has been delineated in the literature and by legislation in almost all fields of service. This item received the lowest priority from the total sample. This could indicate that there is a strong service need perceived in relation to cultural and linguistic identification.

Lectures and classes conducted in Spanish were rated as "greatly needed" by 53 to 59% of Mexican Americans in the order: Mexican History, Health, Child Development, Mexican literature, and Adolescent Psychology. Spanish speakers rated these items "greatly needed" by 67% to 72% in the order: Child Development, Health, Mexican History and Literature, and Adolescent Psychology.

Personal Opinions

In overall assessment of college service, the expression of opinions as to whether or not Harbor College is meeting the needs of the Mexican American Community, the responses were:

Total Sample	- - - 31% "yes" and 30% "no"
Mexican Americans	- - - 36% "yes" and 38% "no"
Spanish speakers	- - - 39% "yes" and 37% "no"

The generalization may be made that one-third of the total sample and both sub-samples affirm the College program and services and one-third of each indicate that services are not adequately meeting the needs of this particular community.

The strongest relationship to the affirmative or negative opinion regarding the meeting of needs by the College is demonstrated by the variable, Years of Education. Of the 234 respondents who answered both questions those who felt the College was not meeting the needs were in the following educational categories: 1st to 8th grade, 26%; 9 to 11, 48%; High school graduate, 48%; college graduate, 60%; Master degree, 75%. Eighty to 83% of college graduates affirmed a willingness to participate with the College in planning better programs. The assumption may be made that increased education increases appreciation of potential college services to the community and a desire to provide input.

CHART V

COMPARISON OF "GREATLY NEEDED" RESPONSES OF
TOTAL SAMPLE BY YEARS OF EDUCATION

	1 - 8		9 - 11		H. S.		C. Grad.		M. Degree	
	%	#	%	#	%	#	%	#	%	#
	N=40		N=156		N=115		N=24		N=14	
Goals										
1. More community participation in setting goals at Harbor College.	58	(23)	52	(81)	70	(80)	75	(18)	71	(10)
2. More emphasis on various ethnic and cultural interests in the community.	68	(27)	50	(78)	62	(71)	96	(23)	79	(11)
3. More minority representation on staff:										
a. Instructors	63	(25)	48	(75)	61	(70)	96	(23)	86	(12)
b. Clerical & Maintenance Workers	43	(17)	37	(57)	49	(56)	54	(13)	50	(07)
c. Administrators	35	(14)	37	(58)	39	(45)	58	(14)	71	(10)
Communication										
1. Better communication between Harbor College and the community through:										
a. Mailings, newsletters, bulletins	73	(29)	60	(94)	69	(79)	67	(16)	36	(05)
b. Community meetings	45	(18)	42	(66)	49	(56)	63	(15)	57	(08)
Counseling										
1. More opportunities to talk individually to counselors:										
a. at Harbor College	60	(24)	58	(91)	65	(75)	58	(14)	50	(07)
b. in your community	45	(18)	52	(81)	60	(69)	71	(17)	93	(13)
2. Marriage and Family counseling	53	(21)	40	(63)	49	(56)	50	(12)	57	(08)
3. Help in Developing Self-Confidence	63	(25)	55	(86)	63	(73)	67	(16)	64	(09)
4. Drug and Alcohol Abuse	58	(23)	56	(87)	55	(63)	54	(13)	57	(08)
5. More information about:										
a. Extended Opportunity Programs and Services	65	(26)	55	(86)	63	(73)	79	(19)	71	(10)
b. Financial Aids	63	(25)	54	(84)	63	(73)	75	(18)	71	(10)
c. Work-Study Programs	55	(22)	54	(84)	70	(80)	83	(20)	79	(11)
d. On-the-Job Training	70	(28)	72	(112)	75	(86)	88	(21)	71	(10)
e. Job Placement Office	55	(22)	65	(102)	67	(77)	75	(18)	79	(11)
6. More help with career planning	60	(24)	67	(105)	67	(77)	54	(13)	71	(10)
7. More information for job advancement	63	(25)	64	(100)	62	(71)	67	(16)	57	(08)

CONTINUATION OF CHART V

Comparison of "Greatly Needed" Responses of
Total Sample by Years of Education

Programs	1 - 8 %	1 - 8 #	9 - 11 %	9 - 11 #	H. S. %	H. S. #	C. Grad. %	C. Grad. #	M. Degree %	M. Degree #
	N=40		N=156		N=115		N=24		N=14	
1. Expansion of the Outreach Program (i.e. classes held off campus) in:										
a. English for non-English speakers	83	(33)	56	(88)	63	(73)	71	(17)	64	(09)
b. English	63	(25)	36	(56)	48	(55)	54	(13)	36	(05)
c. Spanish	58	(23)	37	(58)	45	(52)	50	(12)	57	(08)
d. Reading	55	(22)	53	(83)	54	(62)	63	(15)	64	(09)
e. Psychology: Child psychology	53	(21)	50	(78)	51	(59)	50	(12)	50	(07)
Adolescent psychology	43	(17)	46	(71)	46	(53)	54	(13)	36	(05)
f. Ethnic Awareness	55	(22)	44	(69)	45	(52)	54	(13)	64	(09)
g. Health	55	(22)	47	(74)	44	(51)	50	(12)	71	(10)
h. History	50	(20)	32	(50)	34	(39)	50	(12)	21	(03)
i. Consumer Education	45	(18)	45	(70)	42	(48)	67	(16)	57	(08)
j. Hobby and recreational subjects	38	(15)	31	(48)	26	(30)	8	(02)	36	(05)
k. Religion, spiritual development	38	(15)	24	(37)	30	(34)	20	(05)	21	(03)
l. Philosophy	45	(18)	33	(51)	25	(29)	46	(11)	14	(02)
m. Parliamentary procedures and public speaking										
2. Expansion of the on-campus program in specialized job training such as:										
a. Para-professional training:										
(1) Medical										
(2) Legal	63	(25)	54	(84)	57	(65)	75	(18)	79	(11)
(3) Educational	60	(24)	57	(89)	57	(66)	63	(15)	79	(11)
(4) Bilingual, Bicultural	58	(23)	53	(82)	63	(72)	79	(19)	57	(08)
3. Lectures and classes conducted in Spanish in:										
a. Mexican history	58	(23)	44	(69)	48	(55)	79	(19)	50	(07)
b. Mexican literature	50	(20)	42	(65)	48	(55)	75	(18)	57	(08)
c. Health	58	(23)	49	(76)	50	(58)	58	(14)	50	(07)
d. Child development	55	(22)	52	(81)	50	(57)	63	(15)	57	(08)
e. Adolescent psychology	48	(19)	49	(77)	53	(61)	54	(13)	43	(06)

-17-

CONTINUATION OF CHART V

Personal Opinions

1. In your opinion is Harbor College meeting the educational needs of the Mexican American Community?

	Yes		No	
	%	#	%	#
1st to 8th grade	73.9	17	26.1	6
9th to 11th grade	48.5	48	48.5	48
High School Graduate	50.6	43	48.2	41
College Graduate	40.0	8	60.0	12
Master Degree	16.7	2	75.0	9

2. Would you be willing to participate in planning for better programs?

	Yes		No	
	%	#	%	#
1st to 8th grade	75.0	9	25.0	3
9th to 11th grade	53.7	51	46.3	44
High School Graduate	64.9	48	35.1	26
College graduate	80.0	16	20.0	4
Master degree	83.3	10	16.7	2

Chart V provides the breakdown of responses according to years of education. More college graduates and above indicate a great need for more participation in setting of goals, for more emphasis on ethnic and cultural interests in the community, and for more minority representation on the professional staff than do those with one to twelve years of education. All levels except the advanced degree category express a high need for improved communication from the College via mailings, newletters, and bulletins.

Respondents in the one to eight years of education category consistently indicate a stronger need for more in-community classes than do those with more education. Priorities closely match the order as listed. Eighty-three percent checked English for non-English speakers; followed by English (63%); Legal (63%), Educational (60%), Bilingual-Bicultural (58%), para-professional training and Spanish (58%), Reading (55%), and Health (55%).

A summary of responses of persons with less than a high school level of educational experience is that they believe the College is meeting the needs of the community; they declare a great need for communication regarding college programs and services and for educational and job related counseling in the community; and the nature of the courses most desired all have to do with basic skills required for productive function: communication skills, job training, health, and positive ethnic identification. The inference may be drawn that persons within this category are not aware that the College does provide the academic and vocational services which they rate as greatly needed, or they are not aware that the open enrollment policy makes these services accessible to them.

More extensive tables and detailed analysis and broad review of the literature are available in the unpublished master thesis of Catherine Garay, "Mexican American Needs Assessment Report," California State College Dominguez Hills.

Addendum

The intervening period since the conduct of the survey has been a time of increased effort to serve the needs identified by representatives and validated by survey respondents. The major emphasis has been shifted from recruitment to the improvement of student achievement and completion of coursework.

Objectives referring to adaptation of instruction, material and services to accommodate the needs of bilingual students have been written into the Master Plan for all divisions of the College. Communication is being strengthened in many facets of college operation through cooperative planning with many of the agencies surveyed to define and serve the educational needs of their staffs and their clientele. The Coordinator of Outreach is scheduling classes in the community with faculty and content specifically chosen to positively impact the potential students in the area. The Director of the Bilingual Vocational Education Program has sought continuous input from the Mexican American community in conduct of the program and provides special support services for Spanish speakers as well as for those from several other than English-speaking backgrounds. A Spanish-speaking counselor has been hired to train and to supervise student assistants and to counsel current and prospective students regarding college programs and services both on and off campus.

REFERENCES

1. Garay, C. Mexican American Community Educational Needs Assessment Survey A Report: Unpublished MA Thesis, California State College Dominguez Hills, 1977

2. Graduation and Attrition Rates in Los Angeles City Senior High Schools Class of 1973, Report No. 334. Research and Evaluation Branch, Los Angeles Unified School District.

3. Los Angeles Community College District, Community College Data Base Team, Student Residence Locations and Associated Enrollment Data, Los Angeles Community College District: Los Angeles, California, July 1974.

4. Los Angeles Community College District, Community College Data Base Team, Student Residence Locations and Associated Census Data, Los Angeles Community College District: Los Angeles, California, July 1973.

5. Los Angeles County Social Status Report, A United Way Report: UNI-PARC, 1973.

6. Racial and Ethnic Survey, Fall--1970, Report No. 354. Research and Evaluation Branch, Los Angeles Unified School District.

Wilmington Neighborhood Development
1419 North Avalon Boulevard
Wilmington, California 90744

Neighborhood Adult Participation Project
723 Marine Avenue
Wilmington, California 90744

Neighborhood Adult Participation Project
200 West 8th Street
San Pedro, California 90731

Community Services Organizations
626 North Avalon Boulevard
Wilmington, California 90744

Free Clinic
1020 East "L" Street
Wilmington, California 90744

Free Clinic
122 West 7th Street
San Pedro, California 90731

Family Service
1300 South Beacon
San Pedro, California 90731

Harbor Family Crisis Center
112 West 7th Street
San Pedro, California 90731

YWCA - San Pedro
437 West 9th Street
San Pedro, California 90731

YMCA - San Pedro - Peninsula
301 South Bandini
San Pedro, California 90731

San Pedro Free Clinic
615 South Mesa Street
San Pedro, California 90731

St. Peter's Catholic Church
551 West O'Farrell Street
San Pedro, California 90731

Holy Family Catholic Church
1220 Sanford Street
Wilmington, California 90744

YMCA - Wilmington
1148 Avalon Boulevard
Wilmington, California 90744

State of California - Employment Development
405 North Marine
Wilmington, California 90744

Los Angeles County Health Care Center
1325 Broad Avenue
Wilmington, California 90744

Wilmington & San Pedro Youth Center
131 West Anaheim Street
Wilmington, California 90744

Gardena Municipal Activity Center
1730 West Gardena Boulevard
Gardena, California 90249

Gardena Teen Post
817 West 167th Street
Gardena, California 90248

Harbor City Parent Child Center
25620 Marigold Avenue
Harbor City, California 90710

Neighborhood Youth Association
1026 North Avalon Boulevard
Wilmington, California 90744

Wilmington Teen Post
125 West "E" Street
Wilmington, California 90744

Mahar House
1115 Mahar Avenue
Wilmington, California 90744

Anderson Memorial Senior Citizens Center
825 Mesa Street
San Pedro, California 90731

Toberman Settlement House
1313 North Grand Avenue
San Pedro, California 90731

Mexican American Chamber of Commerce

AMAE - Harbor Chapter

LULAC

GLACAA - Area Council #9

IMAGE

San Pedro High School
Narbonne High and Adult School
Banning High Adult School - Wilminton
Carson High School

Appendix B
(cont'd on next page)

LOS ANGELES HARBOR COLLEGE
Prime Service Area

POPULATION CHARACTERISTICS

ZIP CODE:	CARSON	GARDENA	HARBOR CITY	LOMITA	P. V. PENINSULA
	90745-46	90246-49	90710	90717	90274
TOTAL POPULATION:	87,619	51,230	13,469	20,238	49,937
Female	44,199	26,127	6,500	10,523	25,468
Male	43,420	25,103	6,969	9,715	24,469
AGE:					
Median	21.8	32	23.5	28	34
Under 19	47%	33%	42%	34%	40%
19-24	10%	16%	11%	12%	3%
25-44	30%	25%	28%	25%	28%
45-59	5%	14%	12%	16%	22%
Over 60	6%	12%	7%	13%	7%
ETHNICITY					
Asian	-0-%	24%	4%	2%	1%
Black	20%	4%	6%	-0-%	-0-%
Hispanic	17%	15%	17%	14%	3%
Pacific Island	8%	-0-%	7%	1%	-0-%
White	54%	57%	66%	93%	96%
INCOME:					
Median	$11,694	$12,386	$12,213	$10,126	$24,180
Poverty	8%	8%	7%	9%	-0-%
EMPLOYMENT:					
Pop. Employed	32%	47%	33%	39%	36%
Professional & Mgt	20%	22%	23%	12%	63%
Sales	5%	15%	6%	8%	12%
Clerical	18%	15%	20%	20%	12%
Skilled Voc.	40%	35%	32%	36%	7%
Labor & Household	6%	4%	7%	36%	3%
Service	11%	10%	12%	10%	3%
EDUCATION:					
Average	12.1	12	12.3	11.7	16
Under 8th	20%	18%	17%	21.5%	-0-%
LAHC SPRING 1975 ENROLLMENT # & %	1,730 (15.7%)	729 (6.6%)	570 (5.2%)	493 (4.5%)	1,787 (16.2%)
% OF POPULATION	2.0%	1.4%	4.2%	2.4%	3.6%

APPENDIX B

ZIP CODE:	SAN PEDRO EAST	SAN PEDRO WEST	TORRANCE	WILMINGTON	TOTAL
	90731	90732	90501-2	90744	
TOTAL POPULATION:	43,162	35,292	30,906	38,054	369,907
Female	22,010	17,998	15,762	19,160	50.7%
Male	21,152	17,294	15,144	18,894	49.3%
AGE:					
Median	30	31	25	25	29
Under 19	35%	31%	40%	41%	
19-24	8%	8%	12%	11%	
25-44	23%	33%	25%	24%	
45-59	19%	15%	14%	14%	
Over 60	15%	13%	9%	10%	
ETHNICITY					
Asian	3%	1%	6%	7%	6.5%
Black	3%	1%	8%	7%	14.2%
Hispanic	24%	16%	28%	47%	18.6%
Pacific Island	1%	1%	3%	4%	
White	69%	81%	55%	35%	59.5%
INCOME:					
Median	$ 8,987	$13,718	$10,652	$ 8,190	$10,430
Poverty	10.4%	3%	8%	17.5%	
EMPLOYMENT:					
Pop. Employed	33%	36%	37%	31%	38%
Professional & Mgt	10%	13%	18%	10%	20%
Sales	6%	12%	4%	2%	
Clerical	18%	20%	17%	10%	
Skilled Voc.	34%	35%	46%	49%	
Labor & Household	20%	10%	7%	13%	
Service	13%	10%	9%	12%	
EDUCATION:					
Average	11.2	13	12	10.8	12 year
Under 8th	30%	10%	22%	34.4%	
LAHC SPRING 1975 ENROLLMENT # & %	1,537 (13.9%)	988 (9.0%)	576 (5.2%)	1,028 (9.3%)	11,035
% OF POPULATION	3.6%	2.8%	1.9%	2.7%	3.0%

LOS ANGELES HARBOR COLLEGE

COMMUNITY NEEDS ASSESSMENT SURVEY

Harbor College is proud of its title--Community College. Our goal is to try to serve the community in its educational needs as they exist in each particular locality. In order to do this, we must define what are the needs of the Harbor Community made up of Wilmington, San Pedro, Gardena, Carson, Palos Verdes, East Torrance, Lomita, and Harbor City. As a community person you have ideas about what is needed in the area in which you live, and we hope you will share them by filling out this questionnaire. Would you please put a check next to "greatly needed," "moderately needed," "slightly needed," or "not needed" after each item. Please write in any suggestions under "other."

	Greatly Needed	Moderately Needed	Slightly Needed	Not Needed
COMMUNITY EDUCATIONAL NEEDS				
Goals				
1. More community input in setting goals at Harbor College	____	____	____	____
2. More emphasis on ethnic and cultural diversity in the community	____	____	____	____
3. More minority representation on staff				
Instruction	____	____	____	____
Clerical and Maintenance	____	____	____	____
Administration	____	____	____	____
4 Other_____				
Communication				
1. Better communication between Harbor College and the community through:				
a. Mailings, newsletters, bulletins	____	____	____	____
b. Community meetings	____	____	____	____
c. Other_____	____	____	____	____
Counseling				
1. More opportunities to talk individually to counselors:				
a. at Harbor College	____	____	____	____
b. in your community	____	____	____	____
2. Marriage and Family Counseling	____	____	____	____
3. Help in Developing Self-Confidence	____	____	____	____
4. Drug and Alcohol Abuse	____	____	____	____
5. More information about:				
a. EOPS	____	____	____	____
b. Financial Aids	____	____	____	____
c. Work-Study Programs	____	____	____	____
d. On-the-Job Training	____	____	____	____
e. Job Placement Office	____	____	____	____
6. More help with career planning	____	____	____	____
7. More information for job advancement	____	____	____	____
8. Other_____	____	____	____	____

	Greatly Needed	Moderately Needed	Slightly Needed	Not Needed
Programs				
1. Expansion of the Outreach Program (i.e. classes held off campus) in:				
a. English as a second language				
b. English				
c. Spanish				
d. Reading				
e. Psychology: Child psychology Adolescent psychology				
f. Ethnic awareness				
g. Health				
h. History				
i. Consumer education				
j. Hobby and recreational subjects				
k. Religion, spiritual development				
l. Philosophy				
m. Parliamentary procedures and public speaking				
n. Other_____				
2. Expansion of the on-campus program in specialized job training such as:				
a. Para-professional training:				
(1) Medical				
(2) Legal				
(3) Educational				
(4) Bilingual, Bicultural				
b. Other_____				
3. Lectures and Classes Conducted in Spanish in:				
a. Mexican history				
b. Mexican literature				
c. Health				
d. Child Development				
e. Adolescent psychology				
f. Other				

Personal Opinions

1. In your opinion is Harbor College doing a good job in meeting the educational needs of the Mexican American Community? YES _____ NO _____
   If yes, please tell us in what way it has helped the community

   _____

   _____

   _____

   _____

   If no, please give your suggestions for improvement_____

   _____

   _____

2. Would you be willing to participate in planning for better programs?

   YES _____ NO _____

   If you would like to take part in planning, please, complete attached name card.

Personal Information

Residence:

Wilmington _____	Lomita _____	Los Angeles _____
Palos Verdes _____	Harbor City _____	Other _____
San Pedro _____	Torrance _____	Zip Code _____
Carson _____	Gardena _____	

Sex:

Male _____	Female _____	Married _____	Single _____
		Divorced _____	Widowed _____

Number of Dependents:

Self _____ Others _____

Education:		Occupation:		Income:	
1st to 8th grade	_____	Manual Labor	_____	Under $6,000	_____
9th to 11th grade	_____	Skilled Labor	_____	$6,000 - $10,000	_____
High School graduate	_____	Professional	_____	$11,000 - $15,000	_____
College graduate	_____	Clerical	_____	$16,000 - $20,000	_____
Masters degree	_____	Unemployed	_____	$21,000 +	_____
		Other	_____		

Ethnic Background:

Mexican American or Chicano _____	Indian _____	Chinese _____
Black _____	Filipino _____	Samoan _____
Japanese _____	Caucasian or Anglo _____	

Age:

Under 17 _____	22-24 _____	30-34 _____	50+ _____
17-21 _____	25-29 _____	35-50 _____	

What time of day would you be most likely to attend classes?

8-12 A.M. _____	3-6 P.M. _____	7-10 P.M. _____
12-3 P.M. _____	6-7 P.M. _____	

Would you prefer classes which meet:

One day/week 3 hours _____ 3 days/week for 1 hour _____

Would you attend classes which meet on weekends? YES _____ NO _____

Saturday morning _____ Sunday afternoon _____

LOS ANGELES HARBOR COLLEGE
NECESIDADES EDUCATIVAS DE LA COMUNIDAD

El Colegio de Harbor se enorgullece en su título--Colegio de la Comunidad. Nuestro deseo es tratar de servir la comunidad en sus necesidades educativas así como existan en cada localidad. Para poder hacer esto, tenemos que definir cuáles son las necesidades de la comunidad de Harbor formada por Wilmington, San Pedro, Gardena, Carson, Palos Verdes, East Torrance, Lomita, y Harbor City. Como miembro de la comunidad Ud. tiene ideas acerca de qué se necesita en la vecindad en que vive y esperamos que las comparta por medio de llenar este cuestionario. Haga Ud. el favor de poner una marca cerca de "muy necesario, " "medianamente necesario," "poco necesario," e "innecesario." Favor de escribir sus sugestiones despues de "otro."

	muy necesario	medianamente necesario	poco necesario	in-necesario
Objetos				
1. Más participación de comunidad en el desarrollo de planes para Harbor College.	_____	_____	_____	_____
2. Más énfasis en la diversidad étnica y cultural en la comunidad.	_____	_____	_____	_____
3. Más representación de las minorías entre la facultad:				
Profesores	_____	_____	_____	_____
Empleados de oficina y obreros	_____	_____	_____	_____
Administradores	_____	_____	_____	_____
4. Otro _____	_____	_____	_____	_____
Comunicación				
1. Mejor comunicación entre el Colegio de Harbor y la comunidad por medio de:				
a. correspondencia y noticias por correo, boletines	_____	_____	_____	_____
b. reuniones de la comunidad	_____	_____	_____	_____
2. Otro _____	_____	_____	_____	_____
Consejo				
1. Más oportunidades para hablar individualmente con consejeros:				
a. en Harbor College	_____	_____	_____	_____
b. en su comunidad	_____	_____	_____	_____
2. Consejo matrimonial y familial	_____	_____	_____	_____
3. Ayuda en desarrollar confianza en sí mismo	_____	_____	_____	_____
4. Abuso de drogas y de alcohol	_____	_____	_____	_____

	muy necesario	medianamente necesario	poco necesario	innecesario
5. Más información acerca de:				
a. Programas y Servicios de Oportunidad (EOPS)	____	____	____	____
b. Ayuda monetaria	____	____	____	____
c. Programs de trabajar-estudiar	____	____	____	____
d. Instrucción mientras se trabaja	____	____	____	____
e. Oficina para encontrar empleo	____	____	____	____
6. Más ayuda en planear carreras	____	____	____	____
7. Más información para adelantar en el trabajo	____	____	____	____
8. Otro _____	____	____	____	____
Programas				
1. Expansión del "Programa Outreach" (clases que se dan fuera del campus) en:				
a. Inglés como segunda lengua	____	____	____	____
b. Inglés	____	____	____	____
c. Español	____	____	____	____
d. Lectura	____	____	____	____
e. Psicología:				
Psicología de la niñez	____	____	____	____
Psicología de la adolescencia	____	____	____	____
f. Entendimiento étnico	____	____	____	____
g. Salud	____	____	____	____
h. Historia	____	____	____	____
i. Educación del consumidor	____	____	____	____
j. Sujetos recreativos o de pasatiempo	____	____	____	____
k. Religión, desarrollo espiritual	____	____	____	____
l. Filosofía	____	____	____	____
m. Procedimientos parlamentarios y discursos públicos	____	____	____	____
n. Otro _____	____	____	____	____
2. Expansión en el campus de la enseñanza en carreras especializadas:				
a. Instrucción para-profesional				
1. Medical	____	____	____	____
2. Legal	____	____	____	____
3. Educacional	____	____	____	____
4. Bilingual, Bicultural	____	____	____	____
b. Otro _____	____	____	____	____
3. Discursos y clases presentadas en español en:				
a. Historia mexicana	____	____	____	____
b. Literatura mexicana	____	____	____	____
c. Salud	____	____	____	____
d. Desarrollo de los niños	____	____	____	____
e. Psicología del adolescente	____	____	____	____
f. Otro				

Opiniones Personales

1. En su opinión está satisfaciendo el Colegio de Harbor las necesidades educativas de la comunidad mexicana? Sí___ No___
   Si ha contestado sí, díganos en qué manera ha ayudado a la comunidad.

   _____

   _____

   _____

   Si no, favor de darnos sus sugestiones de cómo puede mejorar.

   _____

   _____

   _____

2. ¿Quiere Ud. participar en hacer planes para mejorar el programa? Sí___ No___
   Si le gustaría tomar parte en hacer planes, por favor, llene Ud. la tarjeta que viene incluída.

Información Personal

Residencia:

Wilmington ___ Lomita ___ Los Angeles___ Palos Verdes___ Gardena___
Harbor City___ San Pedro___ Torrance ___ Carson ___ Other ___
Zip Code _____

Género:

masculino _____
femenino _____

Estado Matrimonial:

casado _____ soltero _____
divorciado _____ viudo _____

Número de dependientes: Uno _____ Otros _____ Ninguno _____

Educación:

grados 1-8 _____
grados 9-11 _____
graduado de la escuela secundaria _____
Maestría _____
Otro _____

Ocupación:

Trabajo manual ___
Trabajo instruído ___
Profesional ___
Empleado de oficina ___
Desocupado ___
Otro _____

Ingreso monetario

menos de $4,000 ___
$4,000 - $5,999 ___
$6,000 - $7,099 ___
$8,000 - $11,999 ___
$12,000 - $15,999 ___
$16,000 + _____

Lengua más usada en casa: Inglés _____ Español _____

Edad:

menos de 17 _____ 22 - 24 _____ 30 - 34 _____ más de 50 _____
17 - 21 _____ 25 - 29 _____ 35 - 50 _____

¿Qué horas prefiere Ud. para asistir a clases?

8 - 10 A.M. ___ 12 - 2 P.M. ___ 4-5:30 P.M. ___ 7-8:30 P.M. ___
10 - 12 A.M. ___ 2 - 4 P.M. ___ 5:30-7 P.M. ___ 8:30-10 P.M.___

Prefiere Ud. clases que se reunen:

un día por semana por 3 horas _____ 2 días por semana por una hora y media _____
3 días por semana por 1 hora _____

Asistiría Ud. a clases que se reunen los fines de semana?

Sí _____ No _____

los sábados por la mañana _____ los domingos por la mañana _____